

Muritai School, Eastbourne, New Zealand

ELEARNING 2007



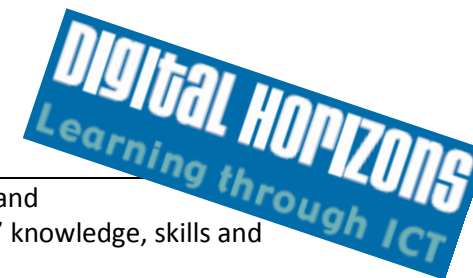
This plan considers the support that is being given by ICT and eLearning to the achievement of the goals set out in the Muritai School charter.

LEARNERS



Digital Horizons strategy	Learners have systematic opportunities to develop digital and information literacy, and enjoy using ICT creatively, constructively and critically in extending their horizons and growing as lifelong learners.	
Muritai School charter	Students will improve their understanding of information literacy – using thinking skills and tools, reference materials such as atlases, dictionary, thesaurus, internet, maps and graphs and ICT to improve their inquiry process and understanding.	Our children learn using up to date technology that supports their learning. ICT, as a tool for learning, offers our students the potential to enhance their work and create samples of work not possible without ICT.
Muritai School elearning Goals	ICT tools providing broader access to information for the enquiry process with consequent opportunity to improve information literacy.	
Muritai School elearning Strategies	Digital story telling, with developing numeracy and literacy running alongside, then broken down into ideas.	Infrastructure must support the childrens increasing computer literacy and must support their need to completed more sophisticated tasks using ICT tools.
Muritai School elearning action plan	<ul style="list-style-type: none"> • Agree amongst team how we will implement 'digital storytelling' • Develop eLearning goals that support the Muritai goals as expressed in the school charter • Within classrooms, support children who are struggling, with buddies. • Support technologies eg cameras etc need to available ready to use. We need to purchase more equipment Perhaps have ICT monitors to maintain condition of equipment. • Senior students used to model to others – not same students each time • Improve reliability of classroom PC's (If classroom pc's worked then there would be more use of ICT within classroom) • Address the timetabling pressures. This could resolve equity issues. For example, Juniors need a longer time in the lab because of the labour intensive nature of turning computers on and logging in. 	
Notes	<ul style="list-style-type: none"> • Regular in some classes, not systematic in all classes. • Senior students extremely competent from home and school use. • Students quick to adapt to new learning and information. • Huge array of opportunities at home/school, depending on skill/interest level of teacher. • Many highly ICT capable children. e.g. child experts. • Some children experts not used. 	

TEACHERS



Digital Horizons strategy	Teachers become confident and capable users of ICT, use ICT to support their professional growth and administration, and integrate ICT flexibly and effectively within the curriculum to enhance learners' knowledge, skills and attitudes.	
Muritai School charter	Focused teaching that is effective at connecting the learner to the learning environment and at the appropriate level.	<p>We will deliver quality teaching and learning by making sure that:</p> <ul style="list-style-type: none"> • Staff are skilled, committed and supported. • Pedagogy is current, up to date and innovative. • There exists a shared understanding about the Muritai School curriculum framework and quality teaching model. • Professional development focuses on key learning direction.
Muritai School elearning Goals	ICT integrated into the curriculum in a systematic way.	Shared leadership of ICT from the e-Learning team.
Muritai School elearning Strategies	ICT's beginning to be used as mindtools rather than 'just another tool' by teachers.	Systems in place to afford teachers confidence that when they go to use ICT equipment it will be in good working order.
Muritai School elearning action plan	<ul style="list-style-type: none"> • Allocate syndicate meetings to an ICT focus once or twice a term. • 90 minutes release per teacher per term to develop pedagogy or skills. • Teacher laptop rollout maintained. • Accountability for ICT outcomes. Appraisals a possible vehicle for this, or an ICT 'sharing' staff meeting twice yearly. All staff to present. • Release a teacher to have two teachers in one class or half classes as a interim measure to share skills, share ideas, share the ability. • Ensure teachers attend at least 2 teaching sessions • Use of senior students to model to others or class teachers • Need to promote child 'experts' Children teaching children – each expert teaches 3 children then those three teach another group 	
Notes	<ul style="list-style-type: none"> • PD happening for all staff. • Minimum of two PD sessions during class time has been delivered to all full time staff this year. • Take the daily pressure off teacher • Introduction of levelled professional development • Professional accountability • Examples of evidence? • Teacher skill swaps 	

LEADERS



Digital Horizons strategy	Leaders (principals, boards of trustees, ICT and information managers) enable staff to use ICT to explore innovative practice, lead whole-school change, and promote and use ICT to model best practice.	
Muritai School charter	As an ICT co-lead school ensure effective information skills through the integrated curriculum, the school Inquiry model and ICT programme as a part of the Petone Foreshore ICT Cluster.	
Muritai School elearning Goals	Staff using ICT to explore innovative practice and incorporating ICT as part of achieving best practice.	All ICT and online work is carried out in a manner that is 'cyber safe' and complies with the school cybersafety policy.
Muritai School elearning Strategies	Professional development continues to be lead by eLearning team. PD needs to be spread over the year, with particular emphasis in T1,2,3.	eLearning team needs to be released from other curriculum responsibilities/leadership so they can focus on ICT integration and cybersafety.
Muritai School elearning action plan	<ul style="list-style-type: none"> • Sending teachers to national conferences- attended by eLearning team in 2005 and 2006. • Running weekly skills workshop- all staff must attend 2 per year. • Lead Teacher guiding eLearning team -> eLearning team mentoring focus group • e-Learning focus group- 4 teachers outside eLearning team receiving special opportunities to lead their syndicate in ICT integration, such as attending ULearn. • ICT integration. Planning is checked • Regular release time for eLearning meetings/etc perhaps one day for the whole team twice a year, leaders have one day per term (spread around throughout the year) 	
Notes	<ul style="list-style-type: none"> • Variety of teachers attend Apple Bus Tour (2003.2004, 2005, 2006). 	

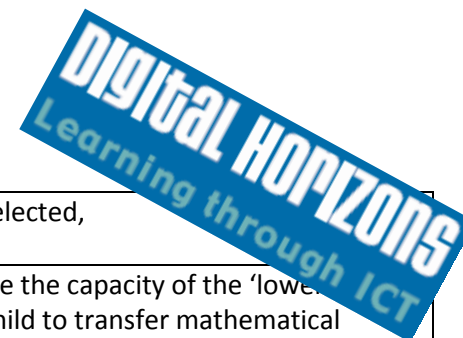


COMMUNITY

Digital Horizons strategy	Schools work in partnership with families, businesses and the wider community to share knowledge about ICT and extend opportunities for learning through ICT.	
Muritai School charter	Muritai school is a place where there is a strong sense of community & teamwork between home and school	The school and community will work together to assist each child to develop intellectually, physically, socially & emotionally.
Muritai School elearning Goals	Quality work produced by students is shared with the home using up to date ICT tools – perhaps a website, CD's and DVD's.	School and community communication uses technology based channels e.g. e-mail, website to communicate with parents, caregivers and / or the wider community.
Muritai School elearning Strategies	Regular and consistent updating of students work on the school website; creation of opportunities to share students work via CD and / or DVD.	The ICT team providing leadership by using these channels and proving their effectiveness, then helping the rest of the school.
Muritai School elearning action plan	<ul style="list-style-type: none"> • ICT awards “Oscars” night. Corporate sponsorship? School ‘web day’ or ‘movie day’ with community involvement. • School website becoming more ‘showcase’ orientated. • Paper/email notification to parents of classes that have new intranet work to view. 	
Notes	<ul style="list-style-type: none"> • There is an opportunity to advertise the school web site and class pages more widely • Wiki's and Blogs are being trialled in some areas of the school as eLearning tools. • Community support – parent helpers? Who are they and can we use them? 	

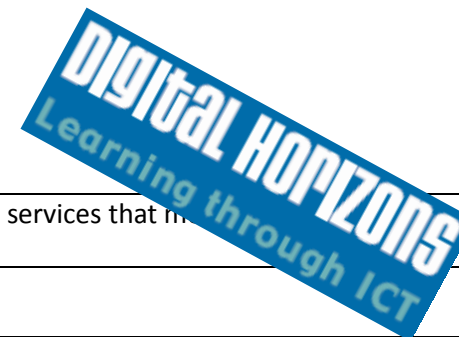


CURRICULUM



Digital Horizons strategy	Schools have ready access through ICT to a wide and well-focused range of learning resources that are selected, organised, and managed to be responsive to their needs and relevant to the curriculum.		
Muritai School charter	To improve our children's reading comprehension through looking to develop our children's ability and understanding of fiction and integrating non-fiction work as a part of the enquiry process.	To improve the quality & achievement of writing	to improve the capacity of the 'lower middle' child to transfer mathematical knowledge into the problem solving situation.
Muritai School elearning Goals	Integration of ICT tools into each of the major curriculum areas		
Muritai School elearning Strategies	Each syndicate's eLearning lead develops an 'integration statement' that outlines core ICT integration opportunities for the term.	As a part of the enquiry process, ICT integration used to support literacy skills and enabling quality publishing.	
Muritai School elearning action plan	<ul style="list-style-type: none"> • PD, planning, ideas, equipment all needs to be drawn together • Formalised reflection needs to occur on the impact of learning that ICT has, if any. Planning of further ICT use needs to take this reflection into account. "If it makes a difference, use it. If not, don't". • Syndicate leads have release time each term to plan integration statements and support other team members with this ICT integration. • Syndicates develop ICT integration statements each term. (This is used to plan the integration of ICT into curriculum in a systematic way.) • Integration statement need to be followed by syndicate PD opportunities so teachers feel confident using a wider array of ICT tools with their class. 		
Notes	<ul style="list-style-type: none"> • Most children using a variety of programmes to enhance learning opportunities (see eLearning profile) • Shared understanding of ICT integration is developing, some syndicates/pockets stronger than others but all working towards same goal. • Not a prescribe approach, opportunities can be added if teachers/students feel it can be relevant. • ICT is quite focussed on the core areas of Reading, Maths, Integrated Studies and Thinking, with additions on a syndicate by syndicate, term by term basis. • Not all children get wide access to ICT tools across all curriculum areas. 		

INFRASTRUCTURE



Digital Horizons strategy	Schools are able to access reliable, sustainable, efficient, and appropriate ICT equipment, systems and services that meet their current and emerging needs.	
Muritai School charter	Our children learn using up to date technology that supports their learning.	
Muritai School elearning Goals	Infrastructure must support the childrens increasing computer literacy and must support their need to completed more sophisticated tasks using ICT tools.	Implementation of a 'good practice' support mechanism for ICT @ Muritai School.
Muritai School elearning Strategies	Increase reliability / functionality available through managed investment in infrastructure.	Formalisation of support processes according to recognised standards and PD for staff so that they know how to obtain support
Muritai School elearning action plan	<ul style="list-style-type: none"> • Increased funding for ICT initiatives. <ul style="list-style-type: none"> ○ Grants need to be accessed more than is currently happening ○ Consider the conflict between using the ops grant to fund teachers and the ability to invest in ICT • Apple computers need to connect to webserver • Apples need conforming to 1.4 and I life • Documentation and records continue to be updated. • Syndicate ICT leads to become 'first port of call' for all ICT issues. They can then resolve, escalate or refer to school lead. • Reinforce the systems with staff <ul style="list-style-type: none"> ○ Escalation ○ Minor issues 	
Notes	<ul style="list-style-type: none"> • Technical contract with OneStop to provide 2 hours every 2 weeks. • Excellent school wide wireless network • Good systems in place for using ICT equipment, pods, cameras etc • Reliable computers in lab. The majority of classroom computers either unreliable or not working (ex-CANZ computers) • Documentation of network architecture, processes and systems in place. 	